

**Amendments to the Claims:**

The listing of claims will replace all prior versions, and listings, of claims in the application. Material added is indicated by underlining and material deleted is indicated by ~~strikeout~~.

**Listing of Claims:**

1. (Currently amended) A method of instruction comprising:
  - (a) presenting a learning task or a skill level for a student;
  - (b) presenting to the student a level of support enabling the student to achieve a pre-defined level of performance proficiency for the learning task or the skill level from a pre-designed set of support; ~~and~~
  - (c) determining a level of support necessary for the student to achieve the pre-defined level of performance for the learning task or the skill level based on the level of support presented to enable the student to achieve the pre-defined level of performance proficiency; and
  - (d) advancing the student, without input from the student, to a second learning task or skill level in the curriculum when the student is proficient at the first task or skill level, as demonstrated by the student achieving proficiency at the pre-designed level of support.
2. (Original) The method of claim 1 wherein the instruction is performed on an electronic device with a user input.
3. (Original) The method of claim 2 wherein the electronic device includes a visual display.
4. (Original) The method of claim 2 wherein the electronic device includes a speaker.
5. (Original) The method of claim 2 wherein the electronic device is a computer.
6. (Original) The method of claim 1 wherein the student is a elementary school level student.

7. (Previously presented) The method of claim 6 wherein the student is a kindergarten through second grade level student.

8. (Original) The method of claim 1 wherein the learning task or skill level is related to language.

9. (Previously presented) The method of claim 8 wherein the learning task is related to reading.

10. (Previously presented) The method of claim 8 wherein the learning task is related to reading comprehension.

11. (Previously presented) The method of claim 8 wherein the skill level is related to words and parts of words.

12. (Previously presented) The method of claim 8 wherein the learning task is related to learning spoken language.

13. (Previously presented) The method of claim 8 wherein the learning task is related to learning written language.

14. (Original) The method of claim 1 wherein the learning task or skill level is a part of a curriculum.

15. (Original) The method of claim 14 wherein the curriculum relates to language.

16. (Original) The method of claim 15 wherein the curriculum relating to language includes one or more of written or spoken language.

17. (Original) The method of claim 16 wherein the curriculum relating to language includes one or more of reading, spelling, alphabetic, phonetic awareness, phonological awareness, phonics, vocabulary, and comprehension tasks.

18. (Previously presented) The method of claim 14 wherein the curriculum comprises one or more activities.

19. (Original) The method of claim 18 wherein an activity comprises one or more student tasks.

20. (Original) The method of claim 19 wherein a student task comprises a question.

21. (Original) The method of claim 19 wherein the student task comprises a matching task.

22. (Original) The method of claim 19 wherein the student task comprises a recognition task.
23. (Original) The method of claim 19 wherein the student task comprises a comparison or sequential task.
24. (Original) The method of claim 1 wherein the learning task or skill level has varying levels of difficulty.
25. (Original) The method of claim 24 wherein support is pre-designed for each level of difficulty of the learning task or skill level.
26. (Withdrawn) The method of claim 1 wherein the set of support comprises sensory information.
27. (Withdrawn) The method of claim 26 wherein the sensory information is presentable in audible or visual format.
28. (Withdrawn) The method of claim 27 wherein the visual format comprises one or more of pictorial or text information.
29. (Withdrawn) The method of claim 1 wherein the set of support comprises a plurality of audio-visual (AV) levels.
30. (Withdrawn) The method of claim 29 wherein the plurality of AV levels comprises levels of differing amounts of information.
31. (Withdrawn) The method of claim 30 wherein the differing amounts of information comprise a range between more information relating to the learning task and less information.
32. (Withdrawn) The method of claim 31 wherein the plurality of AV levels comprise a hierarchy of decreasing levels of support.
33. (Withdrawn) The method of claim 1 wherein the set of support comprises multimedia formats.
34. (Withdrawn) The method of claim 33 wherein the multimedia formats comprise information adapted for presentation in auditory format, information adapted for presentation in pictorial format, and information adapted for presentation in text format.
35. (Withdrawn) The method of claim 1 wherein the set of support comprises a plurality of support options, each support option comprising one or more multimedia formats.

36. (Withdrawn) The method of claim 35 wherein the support options are one of information adapted for presentation in auditory format, information adapted for presentation in pictorial format, and information adapted for presentation in text format.

37. (Withdrawn) The method of claim 1 wherein the set of support for a learning task comprises a plurality of AV levels.

38. (Withdrawn) The method of claim 36 wherein each soption comprises an AV level.

39. (Withdrawn) The method of claim 1 wherein each set of support for each learning task or skill level comprises a set of AV levels, the step of adjusting the support adapted to promote successful completion of the learning task or skill level by the student.

40. (Withdrawn) The method of claim 37 wherein the step of adjusting changes the AV level over the range of AV levels.

41. (Withdrawn) The method of claim 40 wherein the AV level is left the same or adjusted up in the range upon the student achieving a pre-determined level of performance with responses, and is adjusted down in the range or left the same if the pre-determined level of performance with responses is not met.

42. (Withdrawn) The method of claim 41 wherein the adjusting is sequential, one AV level at a time.

43. (Withdrawn) The method of claim 41 wherein the amount of adjusting in the range is adjustable.

44. (Withdrawn) The method of claim 41 wherein the AV level is adjusted up the range the more successful the student's responses are, wherein the higher up the range, the less the available support.

45. (Withdrawn) The method of claim 44 wherein the learning task is reading comprehension, the AV levels comprise audio, pictorial, and text information, and the higher up the range of AV levels comprises removing audio and/or pictorial information.

46. (Withdrawn) The method of claim 44 wherein the learning task or skill level relates to written language, the AV levels comprise audio, pictorial, and text information, and the higher up the range of AV levels comprises removing audio information.

47. (Withdrawn) The method of claim 1 wherein the adjusting is automatic responses.

48. (Withdrawn) The method of claim 1 further comprising storing the student responses.

49. (Canceled).

50. (Withdrawn) The method of claim 47 further comprising assessing the student's performance by storing and reviewing the student's responses.

51. (Withdrawn) The method of claim 48 wherein the assessment is used to automatically set a subsequent learning task and/or skill level and/or level of support for the learning task.

52. (Withdrawn) The method of claim 48 wherein the stored responses are accessible by an instructor for evaluation.

53. (Withdrawn) The method of claim 1 further comprising creating a report from the student responses.

54. (Currently Amended) An apparatus for facilitating a learning task for a student comprising:

- (a) a computer;
- (b) the computer including a display, and processor, and a user input component;
- (c) the computer including memory medium;
- (d) software operatively installed on the memory medium;
- (e) the software including a pre-designed learning task and/or skill level for a student;
- (f) a first database stored on the memory medium;
- (g) the first database including a pre-designed set of support and set of skills related to the learning task and/or skill level;
- (h) the software adapted to
  - (h1) present the learning task and/or skill level to a student on the display;
  - (h2) present on the display to the student support from the pre-designed set of support;
  - (h3) adjust the support presented on the display to the student based on responses to the learning task and/or skill level from the student;
  - (h4) store in a second database the student's responses and an assessment of the student's performance solely based on the support presented to the student in order for the student to achieve a pre-defined level of performance in the learning task and/or skill level.

55. (Original) The apparatus of claim 54 wherein the pre-designed learning task or skill level is a part of a curriculum.

56. (Original) The apparatus of claim 55 wherein the curriculum relates to language.

57. (Original) The apparatus of claim 56 wherein the curriculum relates to written and/or oral language skills.

58. (Withdrawn) The apparatus of claim 54 wherein the set of support comprises various levels of audio and/or visual information.

59. (Withdrawn) The apparatus of claim 58 wherein the support is adjusted to provide less audio and/or visual information upon the responses exceeding a pre-determined threshold.

60. (Withdrawn) The apparatus of claim 58 wherein the support is adjusted to provide more audio and/or visual information upon the responses not meeting a pre-determined threshold.

61. (Withdrawn) The apparatus of claim 60 further comprising automatically adjusting the support based on an assessment of the responses.

62. (Withdrawn) An apparatus for automated instruction of students comprising:

- (a) a computerized device with a visual display;
- (b) a first database comprising audio and/or visual content adapted for display to a student;
- (c) a second database comprising responses of a student to learning tasks and/or skill levels;
- (d) an executable program that interacts with the first and second databases, the program adapted to present a learning task or skill level in association to a variable amount of audio and/or visual support content and requiring a response from the student;
- (e) the program assessing the responses in the second database and instructing which learning task or skill level and amount of support to display to the student.

63. (Withdrawn) The apparatus of claim 62 wherein the program decreases the amount of support displayed to the student if the responses exceed a pre-determined criteria.

64. (Canceled).

65. (Canceled).

66. (Canceled).

67. (Previously Presented) The method of claim 1, wherein said pre-defined level of performance is the student being able to understand each question and select an appropriate answer thereto.

68. (Previously Presented) The method of claim 1, further comprising  
(a) presenting to the student the learning task, the skill level or a second learning task belonging to a skill level to which the first learning task belongs; and

(b) presenting a lower level support, which is lower than the level of support determined in (c).

69. (Previously Presented) The method of claim 68, further comprising determining if the student is achieving the pre-defined level of performance for the task or the skill level or the second learning task with the lower level support.

70. (Previously Presented) The method of claim 69, further comprising adjusting the level of support necessary for the student to achieve the pre-defined level of performance for the learning task or the skill level based on whether or not the student is achieving the pre-defined level of performance for the task, the skill level or the second learning task with the lower level support.

71. (Previously Presented) The method of claim 70, wherein said adjusting the level of support includes maintaining the level of support determined in (c) without change if the student is not achieving the pre-defined level of performance for the task, the skill level or the second learning task with the lower level support.

72. (Previously Presented) The method of claim 69, further comprising determining whether or not to present to the student a learning task belonging to a second skill level or a second skill level based on the level of support adjusted based on whether or not the student is achieving the pre-defined level of performance for the task, the skill level or the second learning task with the lower level support.

73. (Currently Amended) A method of instruction comprising:

(a) presenting a first learning task or first skill level to a student;

(b) providing support from a pre-designed set of support to the student ;

(c) adjusting the support presented to the student, if necessary, based on the student's response to the first learning task or first skill level;

(d) determining a first standard level of support necessary for the student to achieve a pre-defined level of performance for the first learning task or the first

skill level based on the support presented to the student in order for the student to achieve the pre-defined level of performance for the first learning task or the first skill level;

(e) presenting the first learning task, a second learning task belonging to a skill level to which the first learning task belongs, or the first skill level to the student;

(f) providing a lower level of support, which is lower than the first standard level of support, to the student;

(g) determining if the student is achieving the pre-defined level of performance for the first learning task, the second learning task or the first skill level with the lower level of support; and

(h) determining a new standard level of support ,without input from the student, based on whether or not the student is achieving the pre-defined level of performance for the first learning task, the second learning task, or the first skill level with the lower level of support.

74. (Previously Presented) The method of instruction of claim 73, further comprising determining whether or not to present to the student a third learning task belonging to a second skill level or a second skill level based on the new standard level of support.

75. (Previously Presented) The method of instruction of claim 74, wherein determining to present to the student a third learning task belonging to a second skill level or a second skill level when the new standard level of support is that no support is necessary.

76. (Previously Presented) The method of instruction of claim 73, wherein the step of determining a new standard level of support includes determining a new standard level as the same level as the first standard level of support if the student is not achieving the pre-defined level of performance for the first learning task, the second learning task, or the first skill level with the lower level of support

77. (New) A method of developing reading comprehension in a student comprising:

(a) presenting a reading comprehension learning task at a designated beginning audio-visual difficulty level for a current story;

(b) presenting to the student a first trial with a beginning audio-visual support level provided to assist the student to submit a correct reading comprehension answer, such that a subsequent audio-visual support level is



incrementally increased each time the student submits an incorrect reading comprehension answer until a correct reading comprehension level is achieved with a corresponding ending audio-visual support level, or until an incorrect answer is selected at the maximum audio-visual support level;

(c) comparing the beginning audio-visual support level with the ending audio-visual support level to evaluate the first trial using the following standards:

(i) the first trial has failed if the ending audio-visual support level provides more support than the beginning audio-visual support level; or

(ii) the first trial has succeeded if the ending audio-visual support level provides the same support as the beginning audio-visual support level;

(d) presenting consecutive trials wherein the student's audio-visual support level is adjusted using the following standards:

(i) the student's beginning audio-visual support level will be incrementally decreased after 3 out of 3, or 3 out of 4 consecutive trials have succeeded; or

(ii) the student's beginning audio-visual support level will be incrementally increased to the highest ending audio-visual support level from 2 failed trials, after 2 out 2, or 2 out of 3 consecutive trials have failed; and

(e) advancing the student to a subsequent reading comprehension learning task when the student has completed all of the trials in the previous reading comprehension learning task.